

EXPLORING UNIVERSITY AND INDUSTRY PERCEPTUAL MEANING OF EMPLOYABILITY SKILLS AMONG NIGERIAN GRADUATES

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ABSTRACT

Purpose

Goals and objectives of the university and the industry profile is the benchmark for work between job seekers and aim at workplace search toward basic career development and skills attached to employment. It was characterized to transform employability meaning into training and the acquisition of skills from universities and supply to the demand of the industry.

Methodology/Approach

The method used in this research is descriptive qualitative approach aims to describe the phenomena of exploring industry and the university perceptual meaning of employability-skills among Nigerian graduates. The sampling technique used as a criterion based approach on informants who are currently working or might have worked for more than five (5) years above. The study used a purposive sample informed by understanding of the research problem and control phenomenon being investigated. The major participants of the study were a total number of twelve; four members of employed graduates, four members of university faculty management (Nnamdi Azikiwe University, Awka Anambra State) and four members of industry managers of (Nigeria Breweries). The selection criteria of these three (focus group) informants were based on the focus of the research ethics, to enable the researcher get the in-depth by the live experience of the participants such as graduates, university's management of faculties and industry's managers. The research approach has three main primary sources of data collection, such as interviewing, observation and documents that provide the researcher with relevant information.

Findings

It indicates that employability is seen as quality, ability and characteristic or attributes that would enable graduates gain some special skills that will in return make them to be employable in the labour market and imperative make them to be very competitive in the society at large. The findings show that skills industries were looking for are as follows: Communication skills such as writing assignment and report, presentation of the report or classwork, and work in customer service; Teamwork such as work with other people at primary place of assignment; Problem solving such as solving skills. Initiative and entrepreneurial skills such as develop business work placement; Planning and organizing such as managing time at work place, organize industrial event and work independently; Self-management such as developing a work schedule and accept responsibility; Lifelong learning and adaptability such as learning every new change in the organization; Technologies such computer skills, information technology skills, and ex-training at work; Leadership skills; Perseverance and motivation.

Practical Implication

This paper stated that, if the university is having a lot of issues in term of facilities, in terms of teaching methodology, the implication is going to affect the industries and probably will affect manpower resource.

Originality/Value

This shows the clarity of the concept of understanding the university's and industry's perceptual meaning of employability skills. This implies that if graduate possessed a good quality of education and acquired necessary skills; the productivity of the industries will be enhanced.

KEYWORDS: Universities, Industries, Perceptual Meaning of Employability & Skills

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INTRODUCTION

Exploring the industries and universities perceptual meaning of employability skills among Nigeria graduates in the work workforce, is anchored on the ability of university graduates to look into an industry and find a sustainable job. Employability has been seen as an act or process of acquiring new skills, experiences, oral communication, self-confidence on the job stigma and less of threat to one's idea's; and other people seen it as a lifelong process as a mean of securing a job. University education is an educational paradigm that based on teaching and learning of concrete skills than abstract or theoretical learning. Employability is the sort of ability gain from knowledge based, skill and experiences for enhancing and securing of specified employment, it may be found through acquiring of new employment, if it required. It's evaluates, assesses and determines individual competence on job performance of graduates which is tending to secure or currently holds a job. According to Suleiman (2016); Olivier et al. (2014) and Aloysius et al. (2018) summarized that skills needed by every industry are regarded as essential skill is required by an industrial employer, such as foundation skills are based on theoretical and practical aspect of resolving the emerging skill enhancement and integrated into the system. The ability to follow the role of foreign workplace in collaboration to engage in this study as an independent researcher have establishes new ideas; experiences, working in a group and work under pressure, IT skills, practical and core skills are required in the technological engagement to improve the standard performance and enhanced productivity. The flexibility and adaptability is very essentials to work in the office deadline; technical and work specific skills are required. Aloysius et. al. (2018) stated that university education is the process that focuses on training activities that enhance graduates creativity of upholding potential strategic approach on job security and improved performance in the work place. The importance of university education and employability skills is anchored on the development of certain skills in a distinctive means of knowing and distinctive way of learning and considering its field of knowledge base approach that link to industrial output Aloysius et, al. (2018). The aims and objectives of university education would anchor on the reliable information dissemination on producing graduates into the labour market. The purpose of university education and employability-skills of individuals were aimed in transition of emerging workforce for the success in the workplace. The human resource development program enhances employability skill education and training of individual who were employed, unemployed and underemployed, which will help them to look into skills evaluation, assessment, employability skill training and career development activities for people who were managed by the university. This means that human resource development anchored on the basic workforce skill that would provide a skill evaluation and assessment service, job-got skills training and career development enhancement.

Statement of Problem

The universities have been consistently enrolling and turning out graduates in recent times, meanwhile most of these graduates have remained unemployed over a year. Laboissiere and Mourshed (2017) stated that industries cannot find graduate with the skills they want for entry level of work and the industries complain that due to lack of graduate preparation for entry level of employment. Undoubtedly, many industries have argued that graduates are not well trained to the benefit of national development and were inadequately trained, ill equipped or not properly prepared and train for industrial job Brown et al. (2003). Unfortunately, employability skills have become an emerging issue for the graduates from universities and industries. Adam (2006) and Adebakin 2004 argued that graduates were poorly equipped and unprepared for a job due to the theoretical gap of mismatch between education training in the universities and industrial match of job in the labour market was not collaborated. Adebakin et al. (2015); Pitan and Adedeji (2012); Aloysius et al. (2018) reported that the discrepancies exist by skills requirement among the industries and acquired skills among the universities graduates in the labour market from the employers of labour. Employability development model was tendered to enhance good representation roles of university graduates, educational institutions, industries in enhancing employment provision and listing employability skills graduates should possess; educational adaptability and enhancement was not well explained and strategized to collaborate with other component theories Aloysius et al, (2018). However, there is vacuumed over the skills possessed by graduates from universities which are attributed to lack of basic training capacity, deficit in infrastructure and poor funding of some universities. Therefore, the current papers look into the industry and the university perceptual meaning of employability-skills on how education and training affect the employability skills among graduates in the work force and tend to address it.

Research Questions

- What do you understand by the term employability?
- What employability skills industries are seeking?

Significance of the Study

Human resource development looks into the key management groups for indicating some essential skills support needed among graduates to source, develop, uphold and gain employment. This study gives some insights on how graduates experience impact in education, training support needed and employability skills in the labour market. The perspective gives an insight into the role of the industry on how graduates' employability should be enhanced and support for career development in the employability paradigm.

LITERATURE REVIEW

The Concept of Employability

The concept of employability is very wide in scope and encompasses all aspects of employment criteria which affects both society and individual. Employability has been researched and explained by many researchers such as Hillage and Pollard (1998); Deal Harp et al. (2000); Knight and York (2004); Pool and Sewell (2007); Chandra (2008); Wickmasighe and Pereira (2010); Finch et al. (2013); Smith et al. (2015); Aloysius et.al (2018). These have been seen as the major criterion for skills acquisition and securing of different type of job or work. Saar et al. (2014) stated that how does an employer's opinion of specific skills as a major indicator of graduate's capacity to learn in a different area of work and study. Therefore, it is very essential to outline employability skills that effect of job security and its quality of

knowledge, experience, skill, behaviour, characteristics, and attributes that would enhance graduates to be gainful employment and also fostered lifelong career objectives. Every university, industry, private, government and other stakeholders should have given various suggestions on how to increase and enhanced graduates employability. There is an assertion of development and prove of innovative processes to enhance graduate employability within the university training processes which collaborates with employability skill to maintain graduate skills assessment. There is clear evidence from previous studies that there is link exist among employability of university graduates and that of training, learning through different extra curricula activities graduates ought to acquire in the university programs Sumanasiri et al. (2015). The aim and objective of universities, education and employability-skills have been criticized for many years and argued as lacking of infrastructural facilities and social amenities required to advance and upgrade our university education system. Graduate employability is seen as ability, self-confidence, competence and work performance to adapt into a new work environment challenges in career development, and adaptability has been recognized as essential ability or capacity in enhancing proactive, competence, employable graduates and sustainable comparative competitive of labour market merit Chetty (2012); Coetzee, Ferreira and Potgieter (2015); Ismail (2015); Aloysius et. al. (2018). The role of university education is to train a graduate for specialized skills requirement meant for the general workforce. It means that there should be a career development and training opportunities among graduates to enable skill acquisition and prepared graduates for general work force.

Levels of Graduates Employability

There are three major assumptions of graduates' employability which can be understood.

Macro Level

This entails a broad structure consisting of the system-level drive from capitalism and how universities educational system collaborates within the framework. The technological advancement and development in the institutional environment links with industry and university education to co-evolve, meanwhile this enable changes in the knowledge structure in general (Nelson, 1993). It is found in the wider economic and educational changes and these importantly enhance individual relationship to the labour market. Graduate employers at the industry engender into the research to ask about the norms, and value of work experience when it comes to assessing graduate application for employment (The Graduate Market in 2017). These show the way changes are in the economy, which link with the changes in the structural and university educational system and classroom environment that signify a very important frame for understanding future job-market opportunities. This study looks into the level of formal institutions existing in a country like Nigeria, and how they can perform and how the various kinds of innovation system link in the process of knowledge generation, use of institutional transfer and how the social institutions, norm and policy framework interact into the system (Beesley, 2003)

Meso Level

These are people work related activities, which is intermediated by institutional level activities found within both university education and organizational environment. The university based research is generating new knowledge to enhance man power production through the teaching of concrete public research and development of both basic and other relevant industrial competition aimed at amending market imperfections Drejer and Jorgensen (2005). Industries think that there is a skill gap in hiring for entry level graduates. Therefore, there is a reason to repose confidence that many job

applicants requires experience in the field and this could be entry level roles Markowitz (2017). The two bodies are the major decision making bodies' form as a cardinal point of rules that guide graduates employability; university education institution and its component organizational environment. These should establish some specification of degree, and therefore, may apparently disconnect them. Scharfetter et al. (2002) stipulated that universities are meant to ensure that three main functions such as conduct applied and fundamental research that will enhance knowledge transfer of industry, improves innovation that are very relevant to industries, and produce human capital development through linkages of the university and industrial training collaborations.

Micro Level

It is focused on employability skills paradigm at the individual level and range of collaboration of the subjective construct of biographical and psycho-social display that would gear towards the individual cultural background and profiles. University and industry are increasingly looking into external knowledge due to the growing complexity of production Howell (2000). This illuminates as a reflective act constantly enhancing university level through various processes and provision of influence to some pedigree that is shaping graduates workforce experiences and expectations. This enables the industry and university interactive nature of learning Lundvall (2008); Freeman (1987). Therefore, one of the strongest senses of what employability means to individuals, personal relationships and experience has towards the search of a job in the labour market. The importance of individual engagement here is anchored on task management from university education to work, such as zeal of constant training, learning and engagement throughout the early stage of expertise or professional life. Barrie (2007), Kalfa and Taksa (2015) stated that framework (NQF) has been taken to stimulate and assess the cultivation of graduate employability. This approach concentrates on individual subjectivities and personal frame of references by the course to explore motivations, emotions, values, and personality identities.

Three Assumptions of Employability Skills Perspective

These perspectives look into employability as an indicator and contributor to employability skills that will help to improve graduate's employment in the workforce.

Employability Skills on Government Perspective

The ongoing research is enhancing to paint a clear picture of graduates' employability challenges, and how we can begin to solve them (Moss, 2017). In 2005 the Nigerian government has seen the importance to adopt a system of wide reform; it was absorbed and implemented under Nigeria/UNESCO Science, Technology and Innovation (STI) initiative. Nigeria has ascribed many development initiatives such as (MDGs) aimed at poverty reduction, (WSSD) the World Summit on Sustainable Development, (BCRA) the Blair Commission Report for Africa, (NEPAD) the new partnership for Africa development triggered to re-enforce Africa economy and the mission to be achieved in not later 2015. Nigeria government has entered into various initiatives to enhance frame work for the development of science and technology (S&T), and the initiative has linkages through public -private partnership (PPP). The human capital theory enhances educational paradigm anchored to uphold, promote and expand the university educational system within governmental policy created to enhance positive economic effects, progressing and development of any country like Nigeria as a concept known as driven economic based knowledge. University links with the government to enhance sources of public funding to enable improvement in technology transfer and human training activities Barnes et al., (2002). The findings have been anchored much on graduate education is based on a generalized conception of how to get a good job and still remain as

best qualified; have greater work opportunities Johnes (2006). Nigeria has been underpinned to take a major review of their national standard of education provision after graduation to provide Nigeria Higher Education on Graduation Statement (NHEGS, 2007). The main benefit of employability of government perspective is to look into reward incentives as an essential mechanism that shapes the kind of invention that are transferable employability skills in the labour market through researcher interviewed in this studies foster to rank lack of facilities; and research finding as one of the most critical factors that affects university performance.

Employability Skills on Individual Perspective

The importance of employability and reason is to understand the value of individual ability, characteristic and performance towards work ethics; and there is a need to link with one another assigned into the transition of the work force. Gert and Roulin (2009) show the evidence to develop skills through employability skills and discussed an importance of career development. This describes a method for improving your resume and cover letter, graduates who are interested in attending the meeting, will involve much abstract problem and not employment skills. The availability of training opportunities at job leads to a rise in the overall job quality Euro found (2016). As part of the measures to achieve, Nigeria graduates require general skills for more specialized work and collaborative learning that would enable the graduate to improve sandwich and extra training or lifelong learning. The role of universities assumes adding an essential value within the industrial system through an individual system of innovation Frontes (2003); Oresenigo (1989). The self-efficacy is the norm and values of the ability to budget, plan, implement, organize and execute the plan of the active drives to management applicant condition and situation. The learning enhances new ideas for combining experiences Hakansson (1987). Therefore, it is necessary to empower graduates who have good communication skills, be able to reach out through his/her speech which is fluent and eloquent, the organization; work with people as a team and have a critical thinking; and work to solve industrial problems. According to Odigbo I. A (2013) students who are empowered to perform better, and have a better relationship with the staff.

Industry's Link with Employability

The labour market, work-life and lifelong learning is characterized by many contemporary issues such as experiences and attributes of the learner. These enable the industries to cope with the contextual situations of work environment, and will adopt into the system in a questionable extent of enhancing strategic selection of industries that graduates worries over lifelong learning that would essentially build and development of graduate employability. There is no industries preconceived the work role for the development and no industries replied to the notion of felt responsible. To what extent does employability enhancement strategized in the world of work. This questions was asked remain unanswered and the possibilities of increasing the level of pressure experienced by graduates about employment collaboration. There is need to understand the difference relationship between graduates and industries because human resource manager of the industry has removed, false assumption on job ethic and applied the responsibility of extra training behaviours and rational expectations. Labosissiere and Mourshed (2017) stipulated that industries cannot find graduates with the skills they want for entry level of work and literature review shows clear evidence that employability issues have become a predominant topic of the toady world of work. The industries are set to enhance graduates privilege to accelerate skills and experiences to advance employability in the labour market for performance exchange and acquiring employment security. The information about how was employment theories is strategized is designed in limited operationalization. The scope and scale of industrial placement programs and how levels of mobility ensure how university and industry research

sector explain to employers need to be open to collaborate and share expertise opportunities McGagh (2016). The literature review confirms that theoretical and conceptual research involves in the employment factor that anchored on employability skills development for future research was contracted to focus on the industrial center for exploring the employability enhancement among graduate in the workforce. Berntson and Marklund (2007) were of the opinion that some people are indirect indicator of employability skills and training, mental and wellbeing of the year. These studies comprehended the economic interest through which the employability skills are well trained to attract an expected salary or motivation. Therefore, to understand the concept of employability in the world of work, the gap in the literature should be well administered and solved. The employability work contract has been genuinely enhancing the theory of employability skills in the workforce by exploring the particular prospective industry to be operationalized of the theory required.

RESEARCH METHODOLOGY

Qualitative research methodology foster deep connections to the core value and intentions are particularistic, descriptive and heuristic Sandelowski (2000). This approach aims to describe the phenomena on the study of exploring the industry and the university perceptual meaning of employability-skills among Nigerian graduates. This study chose to use the purposive sampling method suggested by Creswell (2013) who argues that in most circumstances, the case sampling in qualitative research is purposive. Gallagher et al., (2013) stated that purposeful sampling was employed in the case of one study, but not of the case itself. The sampling technique that tends to use as a criterion based approach on informants who are currently working or might have worked for more than five (5) years above. The researcher decided to select participants and site for the study as purposive informed by the understanding of the research problem and control phenomenon being investigated. The major participants of the study were total of twelve in number; four members of employed graduates, four members of university management of faculties (Nnamdi Azikiwe University, Awka Anambra State) and four members of industrial managers of (Nigeria Breweries). The selection criteria of these three (focus group) informants were based on the focus of the research ethics, to enable the researcher get the in-depth by the live experience of the participants such as graduates, university's management of faculties and industry's managers.

Data Collection Criteria

The approach has three main primary sources of data collection; interviewing, observation, documents or artefacts (the artefacts may include photographs, audio and several other items that can provide the researcher with relevant information. Vickie and Clinton (2012) stated that qualitative descriptive studies focus on discovering the nature of the specific events under study; and data collection involves moderation, open ended, individual or focus group interviews.

Data Analysis

The data analysis was elaborated because it was descriptive and the focal point of every research design. The process started during the time interviews were conducted until data saturation is emerging. The transcription of the interviews was analysed adopting interview protocols, ethics and the text language to enhance good findings to the exploring of university and industry linkages on employability-skills Nigerian graduates should possess at the workforce. Immediately after the data was transcribed, and coded, the researcher analysed, interpreted and verified. Spradley (1979) stated that observation is a strategy for listening and watching of the natural settings. Qualitative descriptive research observations constitute targeted events given to gain enough information Sandelowski (2000). These observations tell the story of a diverse university teaching, IT collaboration, student and industrial relationship that co-exists to enhance

employability-skills of the graduates. The observation and formal interviews give three different employability issues, but have related findings about the university and industry community. These are different organizational work ethics and diversification that co-exists in partial linkages; formal institution such as university leads to an inclusive community engagement and partnership; formal institution such as industry support to partner with the university community on IT, on-job training, student industrial work experience (SIWES).

Data Presentation

The data presentation enables the use of qualitative descriptive design to know a direct description of the participant's experience, events, and of a phenomenon under investigation of Nnamdi Azikiwe University Akwa, Nigerian Breweries and employability issues among Nigerian Graduates. This design is very important to enable (the researcher) look into what the researcher wants to know about the study participants' life experience through interviews and on-site direct observation related to their experience and events. The reason of participants' engagement and what was represented; and at what place the participants represent. The two major research questions emerged as the main themes through interview questions used to guide interview protocol from the data for consistently understanding their story to reflect on their experiences. The process of data presentation focuses on the study purpose of exploring university-industry perceptual meaning of employability-skills among Nigerian graduates in the workforce. The themes demonstrate how university, industry, graduates experiences and strategies linkages are valued and how the graduate employability-skills is enhanced. The relevance of undergoing this process is to enhance conclusion and the possibility of presenting data from the interviews using direct quotes of the participants transcribed to explain the researcher rigorous source of interpretation and discussions.

DATA DISCUSSIONS AND FINDINGS

RQ 1: What do you understand by the Term Employability?

This question was posed to derive important elements of employability from the perspective of understanding the meaning of employability, employability skills requirement graduates should possess to function well in the workforce and society at large. The question was used as a major theme, while employability meaning, employability skill and experiences are seen as sub-themes in the context of the study. The following sections, therefore, explore each of the semi-structured interview question and the essential role it played in developing the meaning of employability among the industries, universities and graduates. Employability is seen as quality, ability, characteristics, self-confidence, competence and work performance to adapt into a new work environment challenges in career development adaptability has been recognized as essential ability or capacity in enhancing proactive, competence, employable graduates and sustainable comparative competitive of business advantage Chetty (2012); Coetzee et al., (2015); Ismail (2015); Aloysius et al. (2018). Employability as the Quality- is seen as what participants expressed to be their general understanding of employability meaning in the learning context of the universities in Nigeria. The participants' perceptual meaning of employability such as work based qualities an individual should possess to be employable. Then, some of the participants agreed that it is an essential and necessary input to provide opportunities for graduates to be employable or to secure a job or remain in the labour market. Three of the participants shared a similar view of understanding the meaning of employability among the industry, university and graduates.

University Participants "Tochi" -Employability: Means quality a person will have that makes him/her employable in an organization or industry or institution and that person will be able to deliver the set goal and

objectives of that organization.

Industry Participants "Aisha": *What I understand is the quality of somebody being able to be employed, having the qualities of being employed in the organization*

The representative from both University and Industry accounted that graduate employability is strictly based on the quality of graduates. Therefore, they argue that the training we offer to graduates is meant to give them a “job” when they graduate and would make them to be more competent and perfect in their execution of the career development in the industries. Harvey and Knight described five ways of thinking about quality of which, in relation to this research ‘Quality as fitness for purpose. The issues of seeking employment, graduates and potential employees should go into the job market with different knowledge, qualities, competencies and abilities are -well known as skills link with the outcome of personal choice in term of education, training and work experiences (World Economic Forum, 2014). When specifying the purpose, a distinction may be made between the providers and the graduates. In the case of the provider (the institutions), ‘quality is defined in terms of the institution fulfilling its own stated objectives or ‘mission’

Graduates Participants (Aisha) *argued that employability is an act where by somebody or individual have surrendered their self in terms of rendering their service to either organization or public co-operation or any other sector but in return expect wages and must have possess all the qualities to be retained in the workplace.*

According to Drucker. P (2012) stake holder makes a policy look for approaches that will enhance the diversity job creators that are able to create the right quality and quantity of employment among graduates or employee job seekers. Employability could refer to the quality an individual will have and employers will see him/her worthy of being employed, most a times it is not limited to the certificate one possess and the way people carried themselves self out matters, but seen by many people having first class degree certificate but denied employment for a simple of fact that they did not look confident enough. The analysis of this research involves many indicators of modes of teaching and learning that will be described below, as well as quality such as the extent to which the study program was practically oriented or academically prestigious to improve productivity in the industry. Employability is seen as Abilities or Potentials- The meaning is to say, that a particular course is presented as potentials while the abilities is the capacity to deliver either in the form of theory or practice with the believe that other aspects such as skills and attributes are contained in practical orientation. Employability skills include personal image, interpersonal skills, good habits and attitudes. The report from the participants representing from university, Industries and graduates believed that employability is based on ability or potential graduates should possess to gain employment. According to

Graduates Participants

"Sule"-*Employability is the ability or potential to be employed.*

"Tim" -*Means anybody cable of taking a job so that they can perform the job for the reason of being employed and function as they expected*

University Participants

"Alex"-*Employability means the ability to gain and sustain employment*

"Lily"-*Employability is about being capable of getting and keeping a fulfilling work. In other way, employability is the capability to move self-sufficiently within the labor market to realize potential through sustainable employment*

Industry Participants

"Pat"-Employability is the ability to be employed. We have categories; we have employment, employable group of people, and unemployed

"Aliyu"- Employability is the ability to convince the employer that he/she will be able to discharge his/her duty to the satisfaction of the employer. The quality an individual will have such as employer will see him/her as worthy of being employed. Is the ability to convince that he/she will be able to discharge his/her job?

Employability is the capability to move self-sufficiently within the labour market to realize the potential through sustainable employment. Graduate employability is seen as ability, self-confidence, competence and work performance to adapt into a new work environment. Challenges in career development adaptability have been recognized as an essential ability or capacity in enhancing proactive, competence, employable graduates and sustainable comparative competitive of business advantage Chetty (2012); Coetzee et al., (2015); Ismail (2015); Aloysius et al. (2018). Employability refers to a person's capability of gaining initial employment, maintaining employment, and obtaining new employment if required. Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful Pool and Sewell (2007). On employability there are innumerable studies done by various researchers in the past, such study explores how graduates should enter in the workforce. Graduates who are adapted in their career development have the capacity to adjust themselves to cope with the pressures of their world of work Autin et al., (2017). There is another dimension of employability that shows how employed individual competes and sustain in the workforce. A distinct focus on unemployed individual is how to get back on work. Employability is seen as a Characteristic or Attribute- It was noted that the role of university education is to train graduates for special skills required for the general workforce. It is also interesting to look into the exploring of 'employability and this aim to investigate the relationship between characteristics of university education programs and the employability of the graduates. The 21st-century world of work is progressing at a potential rate, which emphasizes the increasing requirement for graduates to be highly qualified and highly skilled Goodman and Tredway (2016). The university education should enhance a viable range of employability improvement opportunities for graduate's career success, such as self-presentation, lifelong learning, training and development among the graduates and many others. According to

Graduates Participants

"Akin"-From my own point of view, I think employability is the characteristic of what a student acquired that will actually make him/her employable in the labor market that is the kind of skill required that will make graduates competitive in the labor market

University Participants

"Tracie"-I think employability is the characteristic or attributes that would enable graduates gain some special skills that will in turn make them to be employable in the labor market and imperatively make them to be very competitive in the society at large

The attributes or characteristics are the determinants of graduate employability in the world of work. Industries look into written communication skills, problem-solving skills, verbal communication skills, and work ethics as an essential potential's of graduates attribute Stewart, R (1988). The understanding of employability may change from being

‘the propensity of the individual student to get employment in an institution to foster an achievement. Yorke views employability as ‘a (multi-faceted) characteristic of the individual’ (Yorke, 2006). The propensity of the employability of graduates in more general terms, as ‘attributes that employers anticipate’ will be necessary for the future effective functioning of their organization.

RQ 2: What Employability Skills Industries are Seeking?

The responses of the participants would give us the insight and answer to the questions. The interview question would be explored and discussed as below: (a) skills graduates should possess, (b) the types of skills industry look for. There is a need for all graduates to acquire and maintain special skills such as competencies, the study has seen that competencies are very essential for graduates employability capacities such as lifelong learning, communication skills, initiative, IT and computer skills, leadership, motivation, numeracy, organization, presentation, problem-solving and teamwork; self-esteem such as self-confidence, self-efficacy and self-skills; and career adaptability and flexibility Bennett (2002); Holmes (2013); Ismail (2015); Aloysius et. al. (2018). The 21st-century world of work is progressing at a potential rate, which emphasizes the increasing requirement for graduates to be highly qualified and highly skilled Goodman and Tredway (2016). Ken (2012) stated that gap can be seen in the various six critical skills: commercial awareness/knowledge about the business, self-management, and computer literacy, information retrieval, planning, and resolving conflict. According to

Graduates Participants:

“Abdul”-For me, when you talk about employability skills, it comes to mind the professionalism of individual graduate from their respective discipline. Communication Skills such as writing assignment and report, presentation of report or class work, and work in customer service. Teamwork such as work with other people at primary place of assignment. Problem solving such as solving the problem industry facing. Initiative and entrepreneurial skills such as develop business work placement. Planning and organizing such as managing a time at work place, organize industrial event and work independently. Self-management such as developing a work schedule and accept responsibility. Lifelong learning and adaptability such as learning every new change in the organization. Technologies such computer information technology, and ex-training at work.

“Akin”-Well I think from my own point of view, there are various kinds of skill they need to possess for (example) the kind of field you are determines the kind of skills you will possess, if you are in technically field, you will acquired technical knowledge. If you are in the medical field and you will acquire medical knowledge that will actual make you more competitive, but I think everybody need to acquire ITC compliance such as computer knowledge which is one of the major skills

“Tim”-We expect Nigerian graduates to have entrepreneurship knowledge and skills to function in the labor market and society at large. The way things are going on now around the world global, small scale businesses are taking over everything. In due sense we expect Nigerian graduates today to be groom in the area of small scale entrepreneurship development so that they can function outside when they are out of school. Secondly, the Nigerian graduates should possess leadership skills to enable them perform and function well in the labor market

“Sule”-It depends on the industry, but most industry seek the following: Problem solving skills, Leadership skills, Perseverance and motivation, Ability to work under pressure, Confidence, Analytical skills, Entrepreneurial skills, IT and computer skills

It is easy to see how these skills could be valuable to the university graduate and to employers; as well as how these skills can easily interact with one another. (O’Leary 2017) stated that it is very vital to indicate that many participants’ outlines human behaviours, attributes and competencies in describing desirable work skills. Meanwhile, all the aspects of psychology cannot be classified as “skills” and beside cannot be directly taught in any sort of training environment such as answers under the general skills required, capabilities and attributes. The Technological expertise is required in 21st century skills which refer to content knowledge, literacy and proficiencies that prepare individuals to meet the challenges and opportunities of today’s world market. The critical skills for success was also identified as a second tier of important 21st century skills present in five of the six major frameworks: Flexibility and adaptability, Global and cultural awareness, Information literacy, Leadership. There are different skills which were present to support participants’ experiences and views about the skill graduates should possess, such as Civic literacy and citizenship, Oral and written communication skills, Social responsibility and ethics, Technology literacy Initiative. Crockett, LW (2016) stated that the skill graduates need is Problem solving, Creativity, Analytic thinking, Collaboration, Communication, Ethics, action, and accountability. **According to**

University Participants;

“Tracie”-The skills graduates should possess are as follows computer knowledge, IT knowledge, technical skills, managerial skills, communication, team work and team spirit

Lily- Graduates should possess what the industry want such as technical and soft skills based knowledge to enhance industrial productivity like Research and problem solving skills, creativity, ability to negotiate, information technology field and computer skills, and communication skills. Critical thinking, management skills, technological skill such as IT, initiative and enterprise skill.

“Tochi”- Basically, certificate are awarded by character and learning. Qualities graduates should possess to be employable are as follow team work, managerial skills, Entrepreneurship skill, IT compliances, leadership skills and communication skills etc. The skill must to work under pressure and have a team spirit. Depend on the industry such as broadcasting, seek people with good communication skill and IT training that can help the graduate to acquire technical skills to be useful in the labor market

“Alex”- Foundational Skills such as independent, punctuality, positive work attitude. Interpersonal skills such as be polite and friendly, problem solving and respond to customer request. Communication skills such as information technology knowledge, read, listen and ask question. Critical thinking such as does work much better and enhance change. Career development skills and Leadership skills. Commercial awareness, Teamwork, Negotiation and persuasion, Perseverance and motivation, Ability to work under pressure, Confidence, Analytical skills, Entrepreneurial skills, IT skills.

The researcher also explicitly asked participants about new and emerging job categories and functions that they expect to become critically important to their industry by the year 2020. Two job types stand out due to the frequency and consistency with which they were mentioned across all industries and geographic. Natalie, W (2017) stated hundreds of

talented people are going after the same job and recruitment statistics indicate or prove that there isn't a single talented person out there. The level of rating of skills of graduates differs depending on what qualification they have, depends on what practicability skills they have, the grade they have to compete with others. He further stated that the skills are sort for proper placement of the individual, for proper remuneration, incentive and risk attached to the job. The first are data generated, which companies expect will help them make sense and derive insights from the current research. Graduate employability is seen as ability, self-confidence, competence and work performance to adapt into a new work environment. Challenges in career development adaptability have been recognized as an essential ability or capacity in enhancing proactive, competence, employable graduates and sustainable comparative competitive of business advantage Chetty (2012); Coetzee et al., (2015); Ismail (2015); Aloysius et. al. (2018). There is recognition that was prevailing due to skills gap among the university graduates and industries today as a result of finding good workers who not only have basic academic skills like reading, writing, science, mathematics, oral communication and listening, but also other higher skills like learning, reasoning, thinking creatively, decision making and problem solving Maripaz et al. (2013). According to

Industry Participants

"Aisha"- If you're talking of the skills that graduates should possess, not only the class room skill but they should be kind of practical skills, maybe like some kind of skill acquisition, not only the theoretical aspect of the study but practical aspect.eg talking about those engineering, environmental and architecture. This kind of profession should not be based only in theory but in practical experiences, because what is obtainable in the labor market is different from what is obtained in the class room

"Emma"-Based on the way things are going in the world, there is need for every graduate to have a very sound knowledge about their field of study. There is this need for every graduate to have access to the basic or fundamental skills e.g. for the students in the sciences, there is a need for them to have practical knowledge of what they are studying

"Pat"- In term of labor market, the skills cannot be measured exactly, it depends on the job the individual is seeking for, and it also depends on the kind of qualification. Where the person is expected to work and the availability of that work. What skill the person is looking for and you cannot place employment on somebody without knowing his/her skill. This is the factor we have to look into consideration

"Aliyu"-Well actual, coming from the number of perspectives it's depending on the organization because each organization have specific requirement from the graduates. On general context, every employer want a prospective employee to be creative after having that knowledge, to be computer literate not minding the strata because looking at how the world is going now, the whole world is going into digital such as commercial awareness, communication skills, teamwork, negotiation and persuasion, problem solving skills, Leadership skills, motivational skills, ability to work under pressure, confidence, analytical skills, entrepreneurial skills, IT skills, should be punctual, employer employs you and he pays you, want graduates that will add value to the organization base on the money he/she earn from the organization.

Aloysius el. Al. (2018) stated that an industry wants to live up to its standardized qualified graduate being the industrial greatest resource, input and output. He argued that every human being has his/her potential that is the reason universities are training graduates to enhance the necessary skills and expertise. The industries want graduates, trainees and

before, you might have gone to the training, must be interviewed and they want somebody who is productive. The specialized sales representatives, practically every industry will need to become skilled in commercializing and explaining their offerings to business or government clients and consumers, either due to the innovative technical nature of the products themselves or due to new client targets with which the company is not yet familiar, or both (World Economic Forum, 2016). There are notions that those social skills such as persuasion, emotional intelligence and teaching others would enhance higher demand across industries than narrow technical skills, such as programming or equipment operation and control. Therefore, technical skills would enable the demand of supplements with strong social and collaboration skills. Therefore, many industries may find themselves in a scenario of positive employment demand too hard to employ specialists.

FINDINGS AND CONCLUSIONS

This research concluded that a university education is an educational paradigm that is based on the output rationale to industry, where the approach is based on what is the outcome of university education which is linked to what graduates know and what they can do rather than what goes into the curriculum. The importance of university education and employability-skills are anchored on the development of certain skills in a distinctive means of knowing and distinctive way of learning and considering its field of knowledge base approach that link to industrial output. Employability is seen as quality, ability and characteristic or attributes that would enable graduates gain some special skills that will in return make them to be employable in the labour market and imperative make them to be very competitive in the society at large. The study indicates that skills industry is looking for are communication skills such as writing assignment and report, presentation of the report or classwork, and work in customer service, teamwork such as work with other people at primary place of assignment, problem solving such as solving the problem industry facing. Initiative and entrepreneurial skills such as develop business work placement, planning and organizing such as managing a time at work place, organize industrial event and work independently, self-management such as developing a work schedule and accept responsibility, lifelong learning and adaptability such as learning every new change in the organization, technologies such as computer skills, information technology skills, and ex-training at work, leadership skills, perseverance and motivation, ability to work under pressure, confidence, analytical skills, creativity, ability to negotiate, punctuality, positive work attitude. Interpersonal skills such as being polite and friendly. Nigerian University enhanced employability skills in their curriculum by mapping out some special program such as entrepreneurship study attached to course of learning in some universities curriculum design. There is an embodiment of some special skills in the universities curriculum design that will enhance linkages between university and industry such as SIWES or IT collaboration that fostered graduates work experience and it was integrated into the curriculum. But there is problem of inadequate coordination and it was not well harmonized. The request for skilful potential is on individual skills development to improve performance at the industries. It is very important for seeking high skills development among the graduates to foster industrial competitive advantage in the world of work. The high skilful graduates are career concern deposition in the industries and required to develop self-value. The study recommends that graduates should build self-esteem and confidence; self-awareness, gain work experience, expanding their networks, succeeding in recruitment activities and start work. This would enhance the applicants' potential for success in the recruitment process by producing 'business ready' graduates able to make a dynamic start and rapidly adapt to change. To this end, different academic programs in different universities should adopted in various strategies, for example, offering work experience, work-related learning and employability skills modules, and 'ready for work' events, as well as involving employers in course design and delivery.

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